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ABSTRACT

Testing of skills in reading, mathematics, and English as a second language (ESL) was conducted at 12 programs for homeless people in California in 1992; 2,111 homeless persons were evaluated. Analysis of the data revealed that approximately 63 percent of the participants were male and 37 percent were female; 35 percent were between 20-29, 39 percent, 30-39; 16 percent, 40-49; and the remaining 10 percent, under 20 or over 50 years of age. Of the homeless clients sampled, 35 percent were Caucasian, 22 percent were Hispanic, and 36 percent Black, with the remaining 7 percent varied. English was the native language of 85 percent of the participants and Spanish of 13 percent, with the other 2 percent reporting a variety of languages. Seventeen percent of the participants reported having completed 13 or more years of education, and more than half had completed high school. Reading and mathematics test scores were gathered using the Comprehensive Adult Student Assessment System (CASAS) Employability Competency System (ECS) Appraisal, and reading and listening scores were taken from the ESL Appraisal. On the reading test, 54 percent of the homeless sample achieved a scaled score of 225 or above, and of these 38 percent had reading scores above 230--the high school equivalency cutoff for eligibility for literacy education classes. Of the remaining sample, 22 percent scored between 215-224, 19 percent, 200-214, and 5 percent achieved less than 200. In the mathematics scores, 17 percent achieved 225 and above, with 13 percent scoring above a CASAS 230. Of the remaining respondents, 20 percent scored 215-224, 36 percent 200-214, and 27 percent scored below 200. Of the total sample of 2,111 homeless respondents, 90 completed the ESL Appraisal. Respondents to this test were predominantly Hispanic females. Nine percent of these respondents scored above 230, 8 percent, 225-230; 19 percent, 215-224; 35 percent, 200-214; and 29 percent below 200. More than 80 percent of the sample scored below 215 on the listening portion of the ESL. (The CASAS rating scale and a sample appraisal sheet are included in this report.) (KC)

ED355409

Adult Education for the Homeless

1992 REPORT

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Prepared for the
California Department of Education
Youth, Adult, Alternative Education Services Division
by

CASAS Comprehensive Adult Student Assessment System

December 1992

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Adult Education for the Homeless 1992 Report

Prepared for the
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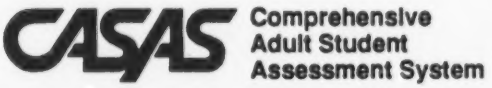
by



2725 Congress Street, Suite 1-M
San Diego, California 92110

December 1992

Adult Education for the Homeless 1992 Report

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Adult Education for the Homeless
1992 Report

INTRODUCTION

The Stewart B. McKinney Homeless Act, Public Law 100-77 was signed into law by President George Bush on July 22, 1987. Title VII-A of the Act, Adult Education for the Homeless, includes two provisions that address the education of homeless adults. Section 701 of the Act amends the Adult Education Act to specify that homeless individuals are eligible for adult education services under the Adult Education Act. Section 702 establishes a new program — Statewide Literacy Initiatives — that provides federal financial assistance to enable state education agencies to develop and implement a program of literacy training and basic skills remediation for adult homeless individuals.

Under this legislation, twelve agencies in California were selected by a Request for Proposal (RFP) process to be service providers, and to supply the demographic and educational performance data for this report. Following are brief descriptions of some of the agencies, representing the diversity of programs providing services to the homeless in the state:

1. Acton/Warm Springs Rehabilitation Centers - Acton, CA
2. Berkeley/Oakland Support Services - Berkeley, CA
3. Episcopal Community Services - San Francisco, CA
4. Fresno County Economic Opportunities Commission - Fresno, CA
5. Gateway Salvation Army - San Francisco, CA
6. Project STEP, Riverside County - Riverside, CA
7. Rio Hondo Temporary Home - Norwalk, CA
8. Salvation Army, Santa Fe Springs - Whittier, CA
9. Santa Clara Unified School District - Santa Clara, CA
   Adult/Community & Vocational Education
10. St. Vincent de Paul Center - San Diego, CA
11. Vietnam Veterans of California, Inc. - Santa Rosa, CA
12. Weingart Center Association - Los Angeles, CA

Acton and Warm Springs Rehabilitation Centers
These centers are operated by the Los Angeles County Department of Health Services and have provided rehabilitation services to recovering people for thirty years. Both centers are self-contained communities providing comprehensive alcohol and drug treatment services to 4,000 people each year. Many patients do not have the basic literacy skills needed to participate in the 90-day recovery program. Because of this need, the centers have been implementing the Language

Improvement Program for homeless men and women suffering from alcoholism and/or drug addiction. Since January 1989, over eight hundred patients have received literacy training in reading, writing and basic math skills. Training is conducted on-site and includes classroom instruction as well as individual tutoring for the clients.

Berkeley/Oakland Support Services
Berkeley/Oakland Support Services (BOSS) has for 20 years provided comprehensive services to the homeless and mentally disabled. The agency provides a wide range of services including transitional houses, self-help programs, and multi-service centers. BOSS services affect the lives of approximately 5,000 first-time clients a year. The adult education program has a combination of life skills, reading and math classes, computerized education, individual tutoring and self-esteem development provided in two shelters. The education program is four mornings and four evenings a week.

Episcopal Community Services, San Francisco
Episcopal Community Services (ECS) has been providing rehabilitative services to homeless men and women since 1983. These services are provided at two sites, serving 500 people per evening. Besides the basic provisions such as meals, a bed and clothing, ECS offers homeless adults social, medical, housing, legal, veterans, and case management services. An additional component has been adult education, on the job training, and employment counseling. The adult education programs include life skills courses, increasing reading, writing and math skills as well as ESL, a journal writing workshop, and a computer course. These courses are offered on-site as is a parenting courses conducted by City College of San Francisco. When leaving these basic skill programs, students are encouraged by counseling to transition to further education at City College.

Salvation Army, Santa Fe Springs, Whittier
This center provides transitional housing for up to 30 homeless families for a period of up to six months. A separate assessment and action plan is prepared for each family. The ESL and literacy classes are conducted through a collaborative effort between the Salvation Army Living Center and the Whittier Adult School site. Various strategies are employed including individualized materials and computer software to provide for specific student needs. The adult school is near the living center, and low-cost public transportation enables residents to participate in additional programs not available at the center.

Salvation Army, Gateway Center, San Francisco
This is a new transitional housing facility in San Francisco which houses up to 30 families. The length of stay for a family is flexible and can range from 3 months to 2 years. The center provides a wide range of social and educational services in cooperative arrangements. Computer and adult education classes for adults and school age children are provided on site. Life skills, GED preparation, pre-vocational programs, on-the-job, training and apprenticeship classes are featured.

St. Vincent De Paul- Joan Kroc Center, San Diego
This multi-service center includes a live-in facility for homeless individuals and families in San Diego. One feature of this center is the Life Skills Program which includes ABE, ESL, Math/GED, Employment Skills, Computer Literacy, Chemical Dependency and Personal Growth. The program is augmented by a broad range of support services for any homeless individuals who meet the requirement as defined by S.B. McKinney funding guidelines. Most classes are provided at the center with one-to-one tutoring and small group settings. Employment counseling, transportation, and child care are provided for those needing it.

Vietnam Veterans of California, Inc., Santa Rosa
This program is in a rural location and serves homeless families at Transition House and other shelters within Sonoma County. Transition House is a program for families with children, and particularly focuses on the needs of single parent heads of households. VVC provides comprehensive rehabilitative and re-entry assistance to veterans and non-veterans in the Sonoma County area. The Adult Education component includes ABE, GED prep and CASAS testing along with employment counseling, direct placement and training advocacy. Classes are competency-based, are conducted on-site, and are in a self-paced open-entry/open-exit lab setting.

Santa Clara Adult School-Community Options, Santa Clara
The Homeless Education Lifeskills Program is an Adult Education Program designed to provide cooperative services to shelters and other organizations in Santa Clara County. This Adult Education Program provides trained and experienced instructors, a computer lab and special classes for runaway and homeless youth and adults. Instruction is offered at shelters and at the Adult School in basic reading, math, and writing, GED, High School Diploma, and Career Counseling.

EDUCATIONAL TESTING

Each funded agency was required to serve a minimum of 100 homeless adults per project year. In order to determine the clients' readiness for literacy training, each project assessed individuals using a series of vocational assessment instruments and, for basic skills, either the Employability Competency System (ECS) Appraisal or the English-as-a-Second Language (ESL) Appraisal. These instruments were developed by the Comprehensive Adult Student Assessment System (CASAS).

Since 1980, CASAS has been providing statewide assessment, and analysis of initial basic skill levels as well as learning gains for educational programs in California. Such programs include Adult Basic Education, English as a Second Language, Job Training Partnership Act (JTPA), Welfare Reform, Amnesty Education, Correctional, and Special Education through contracts with the California Department of Education (CDE). In order to comply with provisions of Section 702

of P.L. 100-77, the California Department of Education contracted with CASAS to provide assessment and other services as needed to implement the basic education provision for homeless education providers. Additional provisions in the contract between CDE and CASAS called for the collection and analysis of data and technical assistance for the 12 agencies.

Employability Competency System Appraisal

The Employability Competency System (ECS) Appraisal provides assessment which is linked to competencies that are appropriate for adult learners. It is designed to provide an initial appraisal of a person's skill development in basic reading comprehension and basic math computation in an employability context. The ECS Appraisal Test was developed from the CASAS Item Bank. This bank of over 5,000 items has been under continual development and refinement since 1980. The application of Item Response Theory (IRT) to these 5,000 items assigns to each item a reliable index of standardized difficulty. The test forms developed from these items accurately measure basic skills in a functional context. The ECS Appraisal was administered at the 12 sites in both group and individual settings. Because of the open entry, open exit nature of these programs, students were more likely to appear individually for assessment.

English-as-a-Second Language Appraisal

This Appraisal was an option for educational providers to use as an initial assessment of the limited English proficient students and their skill development in basic reading and listening comprehension in a life skills context. The Appraisal also contains optional sections for a short oral interview and dictation sentences. The ESL Appraisal requests the same demographic information as the ECS Appraisal (samples of both answer sheets may be found at the end of this report).

SCOPE OF REPORT

Data for this report were gathered from the 12 participating sites between January, 1992 and December, 1992. Demographic and educational performance data for 2,021 homeless clients from throughout California were collected from the ECS Appraisal. Similar data for 90 homeless clients from two of the educational providers (Santa Clara Unified School District and Salvation Army, Santa Fe Springs) were collected from the ESL Appraisal. This demographic data has been combined (N = 2,111) and is reported in the following sections of this report. Only the test score data for the ECS Appraisal (reading and math) and the ESL Appraisal (reading and listening) have been reported separately. This demographic data were filled out by the participants at the time the Appraisal was administered.

DEMOGRAPHIC INFORMATION

The demographic characteristics (e.g. gender, age, ethnic background, native language, and educational level) of the homeless adult population who were administered the ECS and ESL Appraisals are described below. Missing cases refer to the number of individuals who did not respond to the question.

Gender

In 1992, approximately 63 percent of the participants were male and 37 percent were female. (See Figure 1). Over the last three years, the gender breakdown of this homeless population has remained very stable.

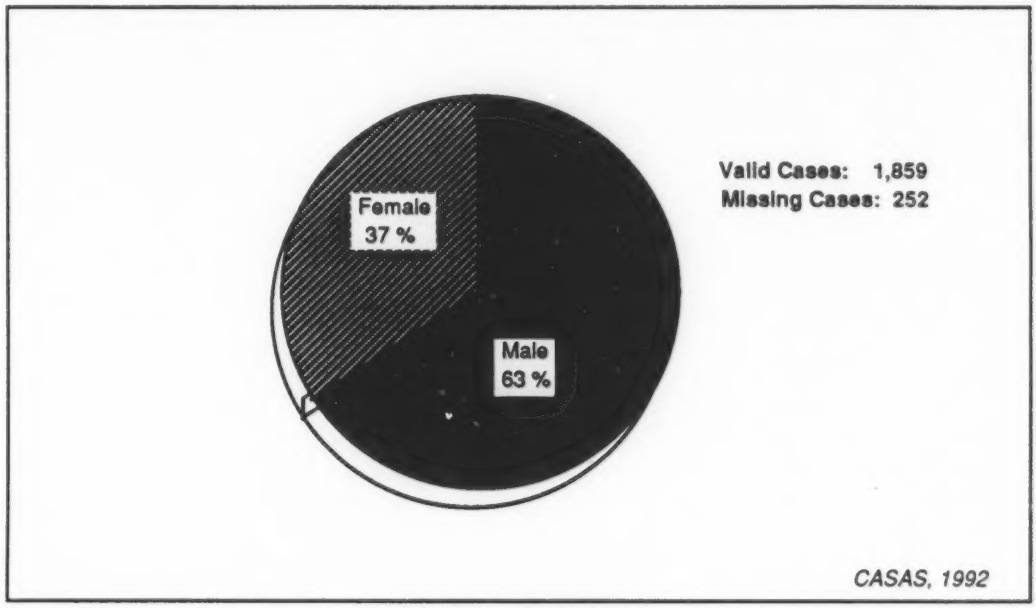

Figure 1: Gender

Age

The age distribution of the homeless sample was varied: 4 percent were between the ages of 17 and 19, while 35 percent were between ages 20-29; 39 percent were between 30-39; 16 percent were between 40-49 and the remaining six percent were over 50 years of age. (See Figure 2).

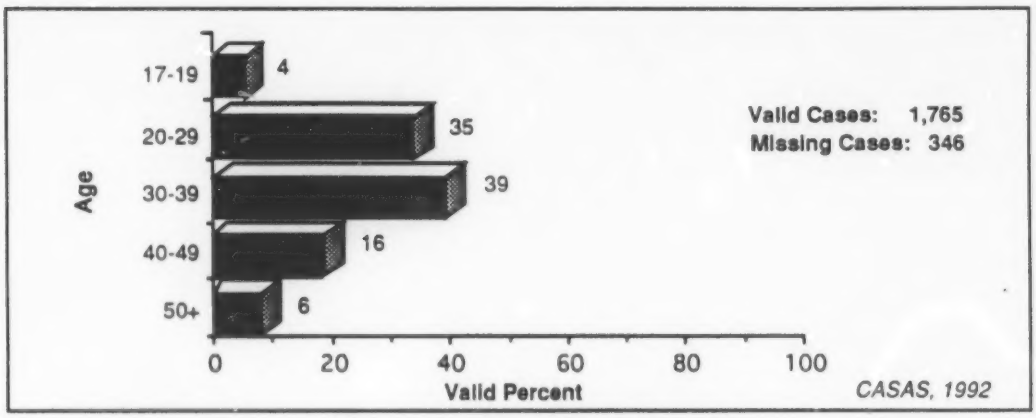

Figure 2: Age of Participants

Ethnic Background

Of the homeless clients sampled 35 percent reported their ethnic background as Caucasian, 22 percent as Hispanic, and 36 percent as Black. These ethnic groups comprised 93 percent of the participants sampled. Another two percent were distributed among Asian ethnic groups (e.g. Filipino, Indo-Chinese, and Pacific Islander) and the remaining five percent reported Other. (See Figure 3). The ethnic background of the sample has remained consistent over the past three years.

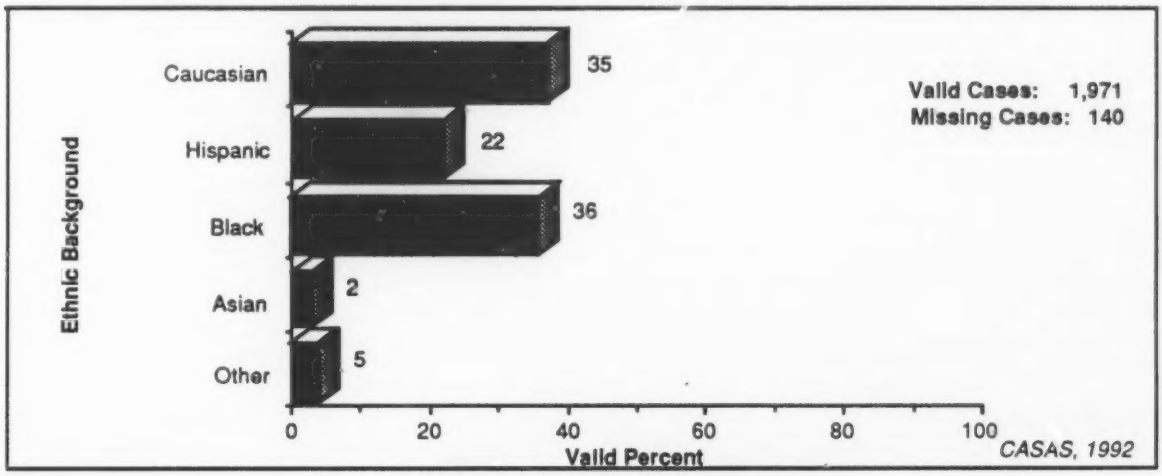

Figure 3: Ethnic Background

Native Language

English was identified as the native language by 85 percent of the participants and Spanish by 13 percent. The remaining two percent reported Tagalog, Chinese, Vietnamese, Korean, and Other as their native language. (See Figure 4). Like ethnic background, the native language breakdown of the homeless sample has remained stable over the past three years.

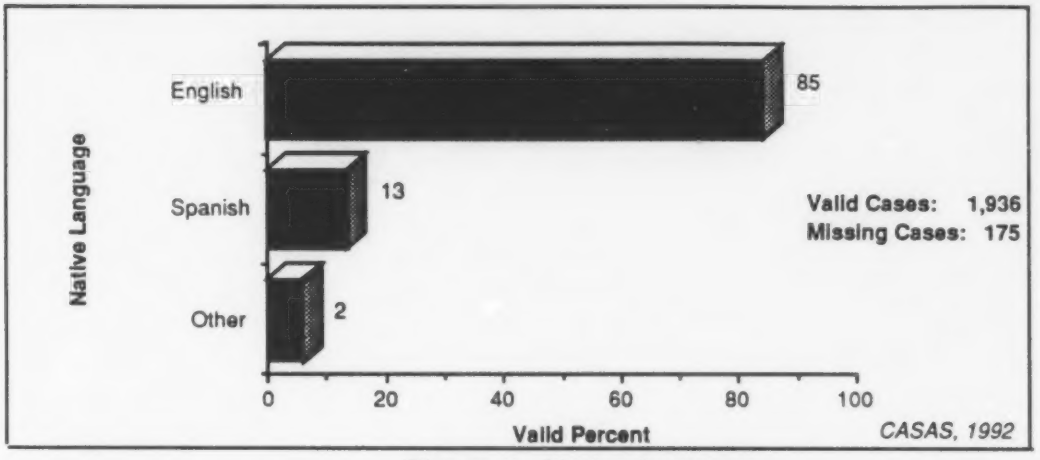

Figure 4: Native Language

Highest Grade Level Completed

Of the respondents, 17 percent reported having completed 13 or more years of education, while over half (51%) had completed the 12th grade. The remaining had completed the following years of education: 10-11 years (20%), 7-9 years (5%) and less than 6 years (7%). (See Figure 5). This educational breakdown is comparable to that of the 1990 homeless sample, but quite different than the 1991 sample. In 1991, the grade level breakdown was as follows: 13 or more years of education completed (20%), 12 years (31%), 10-11 years (29%), 7-9 years (14%), and 6 years (6%).

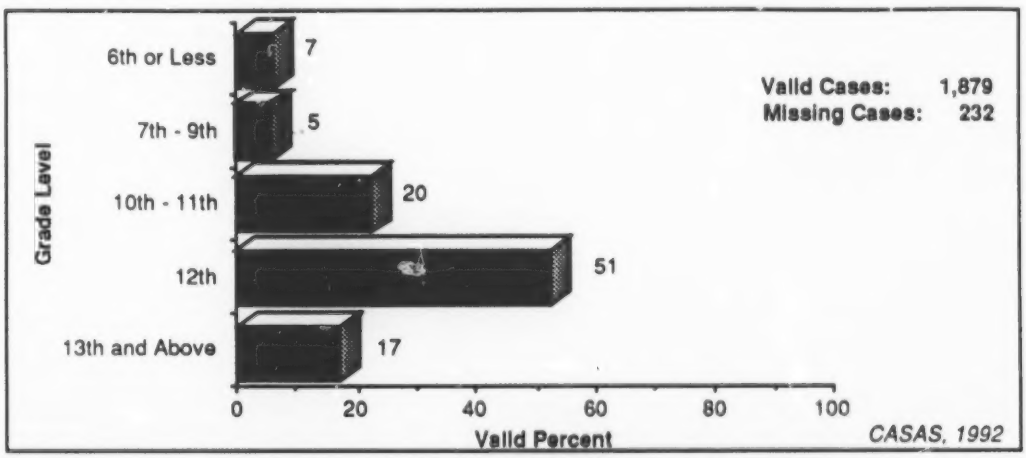

Figure 5: Highest Grade Level Completed

Highest Diploma or Degree Earned

Over 40 percent (42%) of the homeless sample stated that they had received no degree or diploma. Of those who had earned a formal degree, 34 percent possessed a high school diploma, 11 percent had a GED Certificate, and 13 percent had either a technical diploma, AA degree, or some other degree. (See Figure 6).

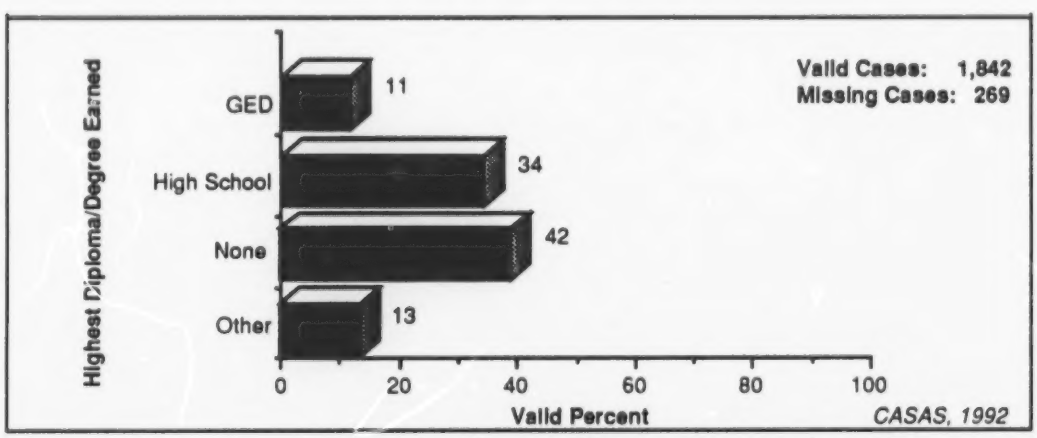

Figure 6: Highest Diploma/Degree Earned

TEST SCORE DATA

Reading and Math test scores were taken from the CASAS Employability Competency System (ECS) Appraisal. Likewise, Reading and Listening scores were taken from the English-as-a-Second Language (ESL) Appraisal. Descriptors of the CASAS scaled scores are found on page 13 of this report.

ECS Appraisal — Reading

On the reading test, 54 percent of the homeless sample achieved a scaled score of 225 or above. Of these respondents, 38 percent had reading scores above 230. The remaining sample was distributed as follows: 22 percent scored between 215-224, 19 percent scored between 200-214, and 5 percent achieved less than a 200 scaled score. (See Figure 7). In general, reading scores above 225 decreased in 1992, compared to 64 percent in 1991. Respondents scoring below 225 increased proportionately.

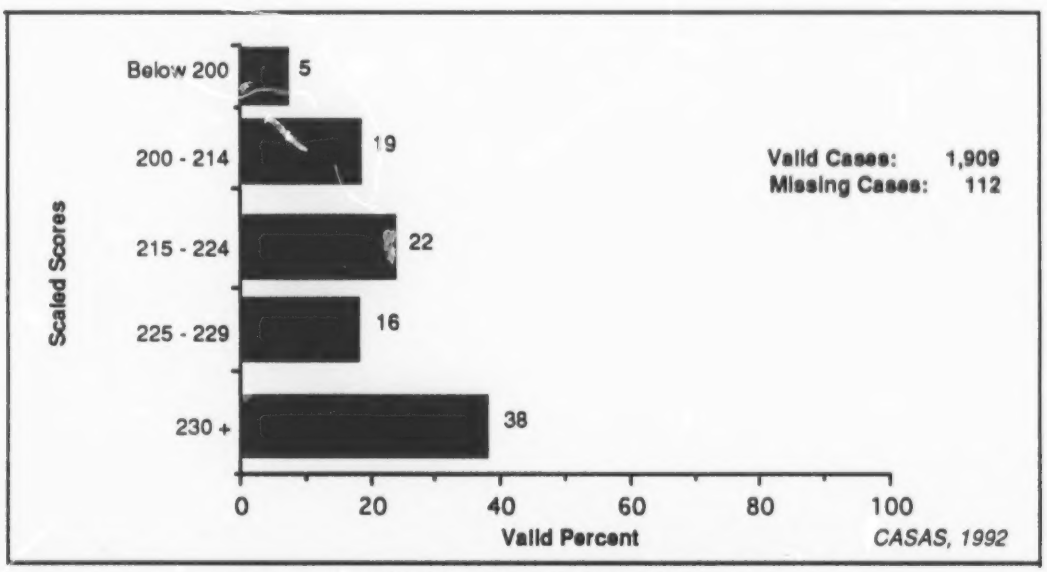

Figure 7: 1992 Reading Scaled Scores
Employability Competency System Appraisal

ECS Appraisal — Math

In comparison to the reading test scores, the math scores were more evenly distributed. On this section of the Appraisal, 17 percent achieved 225 and above. Of these respondents, 13 percent scored above a CASAS 230 on math. The remaining respondents were distributed as follows: 20 percent scored between 215-224, 36 percent scored 200-214, and the remaining 27 percent scored below 200. (See Figure 8). Overall, the math performance of the 1992 homeless sample declined compared to the 1991 sample. In 1991, the scaled scores were distributed accordingly: 225 and above (28%), 215 to 224 (20%), 200 to 214 (28%), and below 200 (24%).

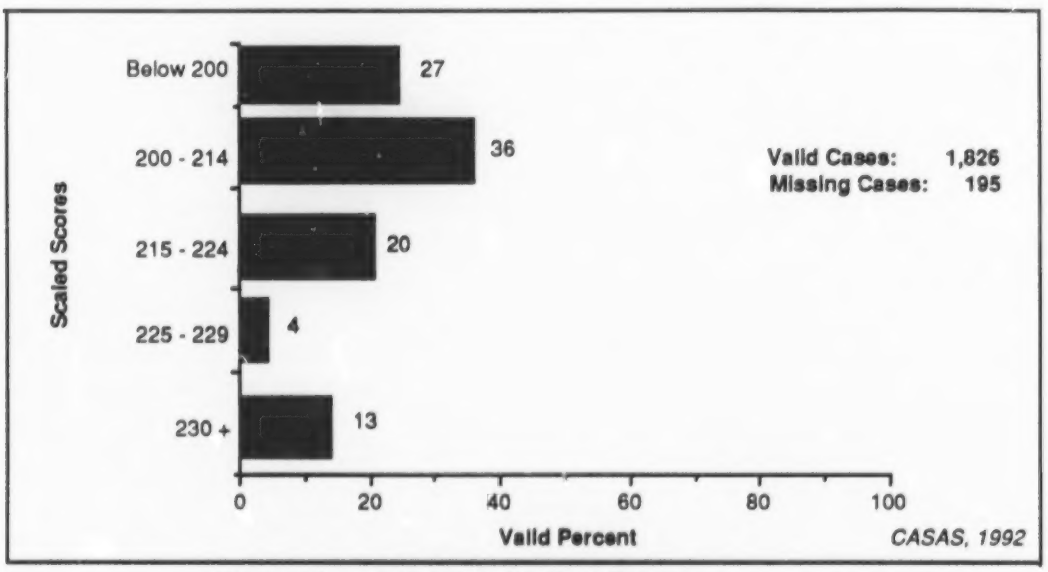

Figure 8: 1992 Math Scaled Scores
Employability Competency System Appraisal

ESL Appraisal — Reading

As mentioned previously, the participating educational agencies had the option to administer either the ECS Appraisal or the ESL Appraisal to assess the basic skill levels of their clients. The ESL Appraisal is an option designed for the initial assessment of the reading and listening skills of limited English proficient students. The reading portion of the ESL Appraisal is based on the same scale as the reading portion of the ECS Appraisal.

Of the total sample of 2,111 homeless respondents, 90 completed the ESL Appraisal. This subsample came from two sites (Santa Clara Unified School District and Salvation Army, Santa Fe Springs) and represented a considerably different population than the learners who completed the ECS Appraisal. The ESL subsample was predominately female (95%) and between the ages of 20-29 (57%) and 30-39 (33%). Nearly all were Hispanic (93%), while the remaining reported their ethnicity as Black (7%). Overall, the ESL Appraisal subsample had completed fewer years of education (32% had completed six years of education or less compared to 6% for ECS subsample) and over half (53%) did not possess any type of degree. Accordingly, these demographic differences must be considered when interpreting the following test score data.

On the ESL Appraisal, nine percent of the homeless sample scored above 230 in reading, while the remaining 91 percent were below the 230 benchmark. Of the remaining, eight percent scored between 225-230, 19 percent scored between 215-224, 35 percent were between 200-214, and 29 percent scored below 200. (See Figure 9).

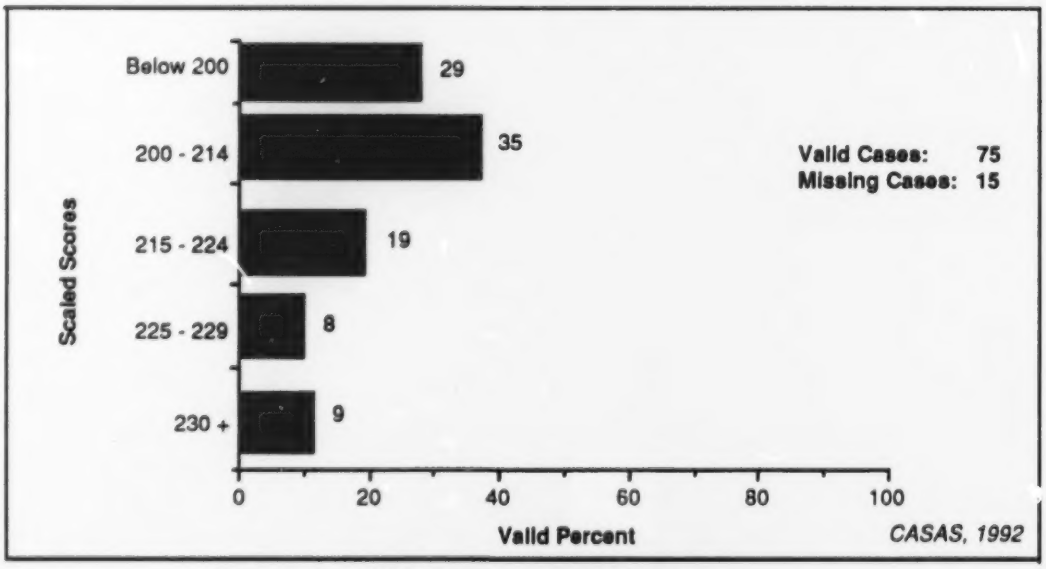

Figure 9: 1992 Reading Scaled Scores
English-as-a-Second Language Appraisal

ESL Appraisal - Listening

The listening scaled scores on the ESL Appraisal were distributed slightly differently than for the Reading portion. Over 80 percent of the homeless sample scored below 215, while 95 percent scored below a scaled score of 230. (See Figure 10).

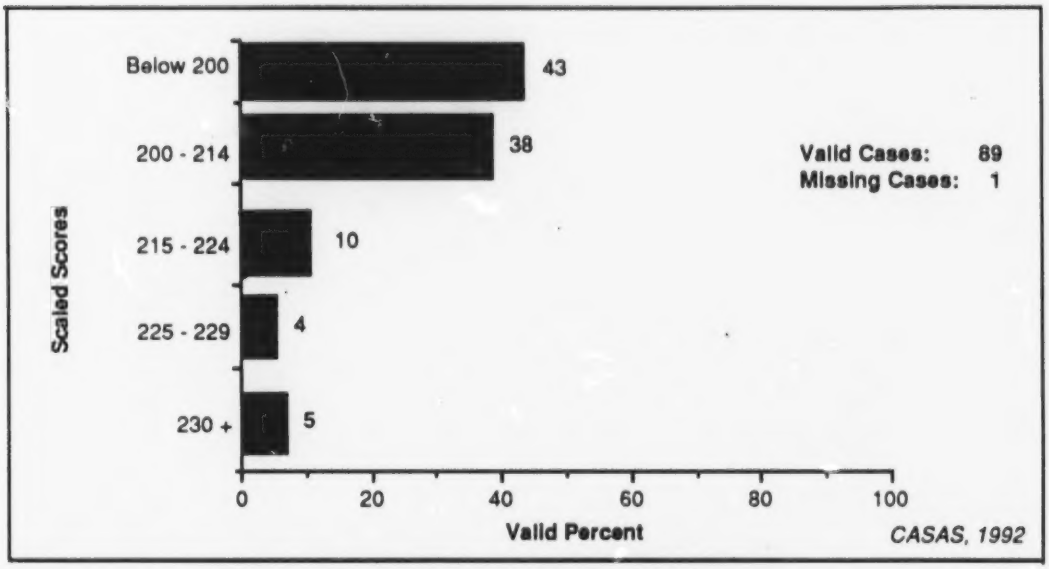

Figure 10: 1992 Listening Scaled Scores
English-as-a-Second Language Appraisal

CASAS SCALED SCORE INTERPRETATION

Test results reported on the CASAS scale are based on ten years of statewide educational achievement data for approximately 200,000 students enrolled in Adult Basic Education programs throughout California. Based on these statewide data, the following functional levels have been identified.

Below 200: Participants scoring below 200 have difficulty with basic reading and math skills necessary to function on the job and in the community. These participants have trouble identifying basic personal information such as a social security number, are not able to compute wages and deductions on paychecks, and cannot follow simple written directions (product instructions) and safety procedures (hazard signs). (Level A)

200 to 214: Participants functioning between 200 and 214 have low literacy skills and have difficulty pursuing other than entry-level programs requiring the learner to demonstrate basic reading and math skills. These participants may have difficulty reading prescriptions, filling out a job application, calculating percentages, and completing simple income tax information. (Level B)

215 to 224: Participants functioning between 215 and 224 are able to handle basic literacy and math tasks in a functional setting. They have difficulty following more complex sets of directions and are functioning below a high school level. They may have difficulty with identifying elements of a business letter, reading graphs, calculating from a pie chart, and performing calculations using fractions. (Level C)

Above 225: Participants functioning at or above 225 are at a high school entry level in basic reading and math. If they do not have a diploma, they can profit from instruction at the high school level. These individuals can usually perform tasks that involve following oral and written directions in familiar and unfamiliar situations. Those participants 18 years of age and above can profit from instruction to prepare for the GED exam, and in a short time have a high probability of passing the GED test. They may have difficulty reading want ads, interpreting news articles, using tables of formulas, and calculating kilometers from mileage. (Level D)

CASAS SCALED SCORES 230

The California State Plan for Adult Education, June 1992 through July 1995, allocates funding to agencies serving ABE and ESL students "when it can be demonstrated that those students have skills below the high school level, or as long as these students are functioning below a CASAS 230 score."

-- California State Plan for Adult Basic Education,
Chapter 8, p. 53 #(2)

EMPLOYABILITY COMPETENCY SYSTEM

E.C.S. APPRAISAL PROGRAM

READING

PRACTICE

Ⓐ Ⓑ Ⓒ Ⓓ

READING

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MATH

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① Name _____ ② Today's Date / /

③ Male ○ Female ○ ④ Social Security Number — —

5 State	6 County	7 Service Delivery Area	8 Age	9 Highest Grade Level Completed	10 Highest Diploma/Degree Earned	11 Native Language	12 Ethnic Background	13 Forms
					○ None ○ GED Certificate ○ High School Diploma ○ Technical ○ A.A. Degree ○ Other	○ English ○ Spanish ○ Vietnamese ○ Laotian ○ Cambodian ○ Korean ○ Chinese ○ Japanese ○ Tagalog ○ Other	○ Caucasian ○ Hispanic ○ Black ○ Asian ○ Filipino ○ American Indian ○ Indo-Chinese ○ Pacific Islander ○ Other	100
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EXAMINERS: Return this page (and answer strips) to:

ECS/CASAS
P.O. BOX 80488
San Diego, CA 92138

DIRECTIONS FOR MARKING ANSWERS

- Use No. 2 pencil only.
- Do NOT use ink or ballpoint pen.
- Make dark marks that fill circle completely.
- Erase cleanly any answers you change.

EXAMPLES

Ⓐ Ⓑ ● Ⓓ — RIGHT

Ⓐ ⊗ Ⓒ ●
Ⓐ Ⓑ ⊗ Ⓓ
Ⓐ Ⓑ Ⓒ Ⓓ
Ⓐ ⊖ Ⓒ Ⓓ
Ⓐ Ⓑ ◒ Ⓓ

WRONG

163933

FOR DATA COLLECTION

A B C D E F G H I J

0 0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9 9

FOR OFFICIAL USE ONLY

0 0 0 | 0 0 0 | 0 0 0
1 1 1 | 1 1 1 | 1 1 1
2 2 2 | 2 2 2 | 2 2 2
3 3 3 | 3 3 3 | 3 3 3
4 4 4 | 4 4 4 | 4 4 4
5 5 5 | 5 5 5 | 5 5 5
6 6 6 | 6 6 6 | 6 6 6
7 7 7 | 7 7 7 | 7 7 7
8 8 8 | 8 8 8 | 8 8 8
9 9 9 | 9 9 9 | 9 9 9

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PART ONE OF TWO PARTS

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CASAS ESL Appraisal

LISTENING

PRACTICE 1 Ⓐ Ⓑ Ⓒ

LISTENING
1 Ⓐ Ⓑ Ⓒ
2 Ⓐ Ⓑ Ⓒ
3 Ⓐ Ⓑ Ⓒ
4 Ⓐ Ⓑ Ⓒ
5 Ⓐ Ⓑ Ⓒ
6 Ⓐ Ⓑ Ⓒ
7 Ⓐ Ⓑ Ⓒ
8 Ⓐ Ⓑ Ⓒ

PRACTICE 2 Ⓐ Ⓑ Ⓒ

LISTENING
9 Ⓐ Ⓑ Ⓒ
10 Ⓐ Ⓑ Ⓒ
11 Ⓐ Ⓑ Ⓒ
12 Ⓐ Ⓑ Ⓒ
13 Ⓐ Ⓑ Ⓒ
14 Ⓐ Ⓑ Ⓒ

PRACTICE 3 Ⓐ Ⓑ Ⓒ

LISTENING
15 Ⓐ Ⓑ Ⓒ
16 Ⓐ Ⓑ Ⓒ
17 Ⓐ Ⓑ Ⓒ
18 Ⓐ Ⓑ Ⓒ
19 Ⓐ Ⓑ Ⓒ
20 Ⓐ Ⓑ Ⓒ
STOP

READING

PRACTICE 4 Ⓐ Ⓑ Ⓒ Ⓓ / Ⓐ Ⓑ Ⓒ Ⓓ

READING
21 Ⓐ Ⓑ Ⓒ Ⓓ
22 Ⓐ Ⓑ Ⓒ Ⓓ
23 Ⓐ Ⓑ Ⓒ Ⓓ
24 Ⓐ Ⓑ Ⓒ Ⓓ
25 Ⓐ Ⓑ Ⓒ Ⓓ
26 Ⓐ Ⓑ Ⓒ Ⓓ
27 Ⓐ Ⓑ Ⓒ Ⓓ
28 Ⓐ Ⓑ Ⓒ Ⓓ
29 Ⓐ Ⓑ Ⓒ Ⓓ
30 Ⓐ Ⓑ Ⓒ Ⓓ
31 Ⓐ Ⓑ Ⓒ Ⓓ
32 Ⓐ Ⓑ Ⓒ Ⓓ
33 Ⓐ Ⓑ Ⓒ Ⓓ
34 Ⓐ Ⓑ Ⓒ Ⓓ
35 Ⓐ Ⓑ Ⓒ Ⓓ

1. Name _____ (Last / First / Middle I.)

2. Today's Date: ___/___/___

3. Male ○ Female ○ 4. Date of Birth ___/___/___

Agency ID	Age	Highest Grade Level Completed	Highest Diploma/Degree	Ethnic Background	Native Language
⓪⓪⓪⓪ ①①①① ②②②② ③③③③ ④④④④ ⑤⑤⑤⑤ ⑥⑥⑥⑥ ⑦⑦⑦⑦ ⑧⑧⑧⑧ ⑨⑨⑨⑨	⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	⓪⓪ ①① ②② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	Mark one only ○ None ○ High School Diploma or Equivalent ○ Technical ○ AA Degree or Post Secondary ○ University/ College Degree ○ Other Name Other	○ Caucasian ○ Hispanic ○ Black (Not Hispanic) ○ Asian ○ American Indian ○ Filipino ○ Indo-Chinese ○ Pacific Islander ○ Other Name Other	○ English ○ Spanish ○ French ○ Creole ○ Italian ○ Urdu ○ Lebanese ○ Japanese ○ Chinese ○ Greek ○ Portuguese ○ Arabic ○ Farsi ○ Other Name Other

○ Not able to test: referral to ESL Program

PLACEMENT INTO PROGRAM

- ○ ESL Pre-literate Orientation
- ○ ESL Beginning 1A
- ○ ESL Beginning 1B
- ○ ESL Intermediate 2A
- ○ ESL Intermediate 2B
- ○ ESL Advanced 3A
- ○ ESL Advanced 3B
- ○ Other

For Education Provider Use
Student Identification

⓪⓪⓪⓪⓪⓪⓪⓪⓪⓪
①①①①①①①①①①
②②②②②②②②②②
③③③③③③③③③③
④④④④④④④④④④
⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥
⑦⑦⑦⑦⑦⑦⑦⑦⑦⑦
⑧⑧⑧⑧⑧⑧⑧⑧⑧⑧
⑨⑨⑨⑨⑨⑨⑨⑨⑨⑨

For Official Use Only
A B C D E F G H

⓪⓪⓪⓪⓪⓪⓪⓪
①①①①①①①①
②②②②②②②②
③③③③③③③③
④④④④④④④④
⑤⑤⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥⑥⑥⑥
⑦⑦⑦⑦⑦⑦⑦⑦
⑧⑧⑧⑧⑧⑧⑧⑧
⑨⑨⑨⑨⑨⑨⑨⑨

READING
36 Ⓐ Ⓑ Ⓒ Ⓓ
37 Ⓐ Ⓑ Ⓒ Ⓓ
38 Ⓐ Ⓑ Ⓒ Ⓓ
39 Ⓐ Ⓑ Ⓒ Ⓓ
40 Ⓐ Ⓑ Ⓒ Ⓓ

ORAL
43 ⓪①②
44 ⓪①②
45 ⓪①②
46 ⓪①②
47 ⓪①②

ORAL SCORE

LISTENING SCORE

WRITING SCORE

READING SCORE

WRITING
41 ⓪①② _____
42 ⓪①② _____

EXAMINERS:
Return this answer sheet to:

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